

**Leader's role in Ensuring and Implementing Inclusive Education During Lockdown
Due to COVID -19
Online Education & Learning outcomes during Lockdown**

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Abstract

“Necessity is the mother of invention”.

~Aristotle

The school education which used to be offline, chalk and talk and face to face education imparted by the teachers, unexpectedly shifted towards online education due to Pandemic COVID-19. Aabled Leadership played crucial role to maintain the pace of Inclusive Education in the school. It was a difficult situation to be handled online education for those who were sidelined due to lack of devices and financial crisis due to COVID-19 Pandemic. Leadership played a vital role to mould and tackle the challenges including completion of syllabus, make the learners understand the content of chapter delivered online, provide the assignment, utilization of authentic and reliable online platform, make the teachers techno savvy, aware the students for online classes and connect with the parents and sensitize them. Leadership leads to motivate and bring out hidden potential of teachers, students and all the stakeholders as well. Under the abled guidance and inspiration, limited sources would be utilized for maximum output and adversity is changed into opportunity.

Pandemic brought complete disruption and closing of offline classes. Teaching learning face to face was completely stopped due to lockdown and teachers were engaged in creating online teaching materials for the students. Covid-19 played a volcanic impact on classroom teaching and moved towards virtual learning arena. It would become difficult to maintain the enrollment of the students in the online classes in the beginning. Due to absence of appropriate interactions with teachers and parents, it would difficult to understand the actual problem behind the absence of students during the online classes. It had also adverse impact on Child's health physically and psychology, frequent headache, eye strain, backache and lack of physical exercise were the common challenges among the maximum students faced by the Vidyalaya management.

Frequent online meeting with parents, proper counseling and guidance motivating the students to sustain interaction and connectivity to discuss the problem with teacher. We have implemented all the instructions and guidelines issued by Department of School Education and Literacy to continue the learning of students at home through online resources. Information have been shared among the students to utilize e-resources, e-text books and study materials available on various online platforms such as DIKSHA, SWYAMPARBHA, e-Pathshala and NCERT which are being strictly monitored and utilized by the teachers during online teaching-learning process. Alternative Academic Calendar issued by NCERT is

enthusiastically followed to achieve the learning outcomes and inculcate the practice based material among the students to develop self-learning under the guidance of parents.

Key Words: BALA- Building as Learning Aid; AAC- Alternative Academic Calender; TBL- Technology Based Learning; AI- Artificial Intelligence

What practical contribution this project will make to the advancement of creative, insight knowledge and understanding in this area?

- Research methods for addressing and answering the research questions problems.
- How to seek to answer the problems or advance available knowledge and understanding?
- Explain the rationale for the chosen research method.
- Creative output can be produced.
- Practice undertaken.
- Documents of the research paper.

We all learn from the problems that we faced in our life. In fact problem are the best way to gain a new experience. It all depends on the human effort, how he/she takes the situation and his way of reaction.

Covid-19 reviewed all the established norms and methods of teaching learning throughout the world. Chalk and talk method was completely failed because schools were closed. Interaction was only through the online mode. Many problems arose during the lockdown the especially in imparting concrete knowledge among the students. The common problems faced during the complete lockdown were –

1. No face to face interaction with student.
2. How to conduct the classes?
3. What should be the curriculum for the session?
4. How to teach the students?
5. How to make learning easy and assessable to all the students?

The solution was available in the form of online teaching method; but online teaching learning has many problems. Such as-

- i. Internet connection
- ii. Availability of devices to all students.
- iii. How to ensure online security?
- iv. Problem in home assignment and checking of class activities.
- v. To check the unfair means during the test or examination.
- vi. Selection of the most authentic and reliable platform for online classes.
- vii. Time duration.
- viii. Problem of siblings.
- ix. To maintain the physical and psychological health.
- x. To create a healthy and joyful learning environment.
- xi. Challenge for teaching to become techno-savvy.

- xii. To develop interest among students, parents / all the stake-holders in virtual class room.
- xiii. How to explain Mathematics and Science subjects among the students of higher secondary classes?
- xiv. How to create real life situation in online mode of teaching?
- xv. Utilizing the resources in the most judicious way.

OBJECTIVES:

1. To reach every child irrespective of social and economical status of the child's family.
2. To involve the parents / stakeholders in online teaching system.
3. To create positive environment of learning and understanding the existing scenario in the country.
4. To maintain the physical and mental health.
5. To avoid any kind of tension and anxiety.
6. Availability of text books..
7. Use of DIKSHA, SWYAMPRAKHA and other digital platform for learning.
8. To aware the stakeholder and students about cyber fraudulent.
9. To abstract the hidden potential of each and every child.
10. To utilize the creativity of students in positive directions.

RESEARCH METHODS:

- Experiments
- Survey
- Questionnaire
- Interview
- Case study

APPROACHES:

- a) Quantitative research (Data collected by various means following a strict and prepared statistical analysis.)
- b) Qualitative Method
- c) Pragmatic Approach
 - i) DATA
 - ii) Use of multiple perspectives to interpret the results.
 - iii) Use of multiple methods to study problems.

METHODS:

SURVEY:- All the class teachers were informed to submit the following details in order to make a perfect planning for achieving the target.-

- (a) How many students have the smart phone with internet connectivity?
- (b) To find the sibling cases.
- (c) Availability of good network/ internet.
- (d) Students under RTE and BPL category and mobile set and internet access.

- (e) How many students were present in Dimapur and how many of them were out of station?

After receiving the details a road map was prepared to chalk out the actual situation.

On the basis of data received following steps were taken to implement the online mode of classes.

STEP I – Virtual PTM was arranged in the initial stage to discuss the problems and views of parents for online classes.

STEP II- teacher were instructed to write the problems faced by the parents and prepare class plan keeping in view each and every child.

STEP III- Use of proper platform for online classes.

A committee was formed under the PGT CS and computer IT experts to select the most appropriate platform that should be accessible for all the students to utilize for online classes.

STEP IV- Introduction of the syllabus and revised/ rationalized curriculum to presents and students.

STEP V- Preparation of time table, keeping in view the sibling cases and internet data.

STEP VI – Aware the parents and students about the proper use of mobile phone and internet data.

STEP VII – To ensure safety and security of the students from cyber fraudulent and technical hitch.

STEP VIII – Time duration of online classes at primary, secondary and higher secondary level, covering all important aspects that can be possible through online mode of teaching learning.

STEP IX – Utilization of teaching aids in the form of video, audio, PPT, pictures and other available resources.

STEP X – Proper plan to check the mental and physical well being of the students and maintain the academic pace.

STEP XI – Develop self-confidence and motivate the students as well as parents.

As the child would remain throughout in the care of parents during lockdown; so all the parents should also be sensitized for understanding and performing their role as a parent as well as a teacher of their wards.

STEP XII – To conduct co-curricular activities to maintain the tempo of learning and recreation.

STEP XIII – Explore the ways to make learning joyful and creative.

EXECUTION OF THE PLAN

- I. All the class teacher were suggested to talk with parents and make a online class group. In that group all the subject teacher, Principal and RO would play the role of admin and allow the students/ parents to discuss academic problems. Class teacher will arrange the

online parents meeting (in initial stage – every week and later on after fortnight) to discuss the academic progress of their wards.

Online class attendance at initial stage- 782/927 (in the month of July 2020)

Online class attendance nowadays – 1013/1032 (in the month of February 2021)

Mapping of students with regard to availability of devices for conducting online classes											
Name of School: KV DIMAPUR											
Sr. No.	Class	Section	Total Number of Students in Section	Students having device				Students not having device			
				Students having device available as per requirement	Students having Access to device in Limited manner	Total (7+8)	PERCENTAGE Total (9)	Students do not have access to device but contacted by other ways	Could not be contacted at all	Total (11+12)	PERCENTAGE Total (13) X 100 Total Number of Students in Section (6)
1	2	3	6	7	8	9	10	11	12	13	14
1	I	A									
		B									
2	II	A	40	20	18	38	95	2	0	2	5
		B	32	18	9	27	84.4	5	0	5	15.62
	III	A	37	25	11	36	97	1	0	1	2.7
		B	38	31	7	38	100	0	0	0	0
4	IV	A	41	23	16	39	96	2	0	2	4
		B	39	24	15	39	100	0	0	0	0
5	V	A	40	27	13	40	100	0	0	0	0
		B	39	15	23	38	97.5	1	0	1	2.5
6	VI	A	40	17	18	35	87.5	5	0	5	12.5
		B	38	11	24	35	92.1	3	0	3	7.89
7	VII	A	36	7	29	36	100	0	0	0	0
		B	37	11	26	37	100	0	0	0	0
8	VIII	A	43	27	13	40	93	3	0	3	7

		B	38	29	6	35	92.1	3	0	3	7.89
9	IX	A	57	39	17	56	98	1	0	1	1.8
		B	53	23	30	53	100	0	0	0	0
10	X	A	26	1	24	25	96.2	1	0	1	3.85
		B	33	23	7	30	90.9	3	0	3	9.09
11	XI	A	10	7	1	8	80	1	1	2	20
		B	8	8	0	8	100	0	0	0	0
		C	8	7	0	7	87.5	1	0	1	12.5
12	XII	A	27	17	10	27	100	0	0	0	0
		B	28	17	11	28	100	0	0	0	0
		C	28	18	9	27	96	1	0	1	3.57
Cumulative Total			816	445	337	782		33	1	34	

Mapping of students (As on 28.02.2021) with regard to availability of devices for conducting online classes

Name of School: KV DIMAPUR

Sr. No.	Class	Section	Total Number of Students in Section	Students having device				Students not having device		
				Students having device available as per requirement	Students having Access to device in Limited manner	Total (7 +8)	PERCENTAGE Total (9) $\frac{\text{Total Number of Students in Section(6)}}{100} \times 100$	Students do not have access to device but contacted by other ways	Total (11+12)	PERCENTAGE Total (13) $\frac{\text{Total Number of Students in Section (6)}}{100} \times 100$
1	2	3	6	7	8	9	10	11	12	13
1	I	A	40	29	11	40	100.0	0	0	0.0
		B	39	28	11	39	100.0	0	0	0.0
2	II	A	40	27	13	40	100.0	0	0	0.0
		B	40	30	10	40	100.0	0	0	0.0
	III	A	42	29	13	42	100.0	0	0	0.0
		B	42	30	12	42	100.0	0	0	0.0
4	IV	A	41	26	15	41	100.0	0	0	0.0
		B	41	27	14	41	100.0	0	0	0.0
5	V	A	41	28	13	41	100.0	0	0	0.0
		B	42	25	17	42	100.0	0	0	0.0
6	VI	A	41	21	20	41	100.0	0	0	0.0
		B	40	23	16	39	97.5	1	1	2.5
7	VII	A	38	14	24	38	100.0	0	0	0.0
		B	38	14	24	38	100.0	0	0	0.0
8	VIII	A	44	25	19	44	100.0	0	0	0.0
		B	43	23	20	43	100.0	0	0	0.0
9	IX	A	39	25	14	39	100.0	0	0	0.0

		B	39	23	16	39	100.0	0	0	0.0
10	X	A	47	34	13	47	100.0	0	0	0.0
		B	46	20	26	46	100.0	0	0	0.0
11	XI	A	37	30	7	37	100.0	0	0	0.0
		B	31	31	0	31	100.0	0	0	0.0
		C	34	34	0	34	100.0	0	0	0.0
12	XII	A	36	32	4	36	100.0	0	0	0.0
		B	36	35	1	36	100.0	0	0	0.0
		C	36	30	6	36	100.0	0	0	0.0
Cumulative Total			1033	693	339	1032	99.9	1	1	0.1

- II. Whatever the problems raised by the parents and students in academics were solved. For examples – many students were unable to purchase the text books due to lockdown bookshops were closed and no one was allowed to move freely. People used to avoid the outgoing from their homes. School arranged the books for more than 200 students, under the ‘PUSTAKOUPAHAR’ programme.

Example2: Hard copy of AAC (Alternative Academic Calendar) and study materials were provided to students who did not have online connectivity.

- III. The reliable platform was advised to utilize by the students which was considered the best by the expert committee to utilize for teaching learning process and providing the home assignment.
- IV. Revised/ rationalized curriculum/ syllabus issued by the CBSE to maintain the pace Those who did not have internet accessibility, hard copies were supplied to them. The same was discussed with the students and their parents during the class and PTM.
- V. During PTM some parents discussed their problem that they have only one Smartphone with internet connectivity and they have three children in different classes. Survey was done and list of such students were prepared. Separate time table with proper time gap was prepared to make the learning resources available to students.
- VI. Workshop was conducted to aware the parents and the students - how to use the mobile phone and internet data in the most judicious way.

PPT was shown to motivate the parents and the students to become techno-savvy. They were also informed about the various online learning platforms such a DIKSHA, e-Pathshala, SWAYAMPRA etc.

- VII. Safety and security of each and every child is our Priority. keeping in view all the students and parents were invited to join the workshop on cyber safety and proper use of mobile phone. This was done under the PGT CS and technical expert team at vidyalaya level.

Students of IX to XII were assigned the task to assemble the information related to the topic. All the information and details were thoroughly checked by the technical expert committee and PPT/Videos were prepared to aware the parents and students.

After the completion of workshop, feedback was collected from the parents and students. They were very happy with the information shared through the videos and PPTs.

- VIII. Time table plays a vital role in framing the mode of learning. Online teaching and learning is different from offline.

Continuous watching the mobile screen and listening for hours should create harmful effects in eyes and ears. Keeping in view the health of students, time-table with suitable gap was framed and time duration of each period was also fixed keeping in view making joyful learning rather a hectic and forceful.

- IX. Teachers were advised to prepare their own videos and PPTs for making the teaching learning more joyful and relevant. As they are directly related to the students; hence it would possible for them to develop the ICT teaching aids as per the need and interest of students.

All the teachers were assigned the task to prepare the videos and PPTs of each and every chapter. They were also suggested to utilize the DIKSHA and prepare the practice work and home assignment online as per the revised/rationalized curriculum.

- X. Fit India plog was launched by Ministry of Youth Affairs & Sports; Govt. of India was fully implemented to maintain the physical and mental fitness of the students. They need not to go outside. They would perform the activity were at home or in gardens or on the terrace. Maximum participation enthralled us students shared their videos of activity work and exercise.

Data of Participation of students in Yoga and sports activities

Fit India Freedom run	746 participants
Online Sports quiz	331 participants
Online Yoga Quiz	331 participants
Fit India school week	535 participants

(Above data is the participation of students in the activities mentioned in the box.)

In academics, standard of learning was maintained as per the revised / rationalized curriculum issued by CBSE and online tests of all the subject were conducted and result was enthusiastic.

- XI. Collection of data related to academic output, feedback received from parents during PTM, it was very apparent that parents realized the needed to understand their dual role for some time being (as a teacher and as a parent). They were trimmed to understand their dual responsibility. They were suggested to discuss problems related to academics, mental health of their wards to the class teacher/ subject teacher or Principal and play an active role. The motivation and encouragement of parents played a vital role in maintaining the pace of teaching learning during lockdown.

‘**Manodarpan**’ initiative taken by Ministry of Education, Govt. of India also introduced among the parents and students.

Vidyalaya leadership had clear vision that was- ‘over all benefit and welfare of all the students’. Vidyalaya machinery was involved as per the available resources to provide the maximum benefits in all the spheres.

Inclusive learning and teaching was fairly implemented to achieve the set target. This helped a lot. Parents and students realized and understood the importance of online classes.

Various co-curricular activities were also conducted during the lockdown to enhance the learning with understanding and maintain the tempo of joyful learning.

CCA activities conducted in Primary section- At a Glance

Kendriya Vidyalaya Dimapur
Project Sewak, 99 A.P.O. Dimapur – Nagaland

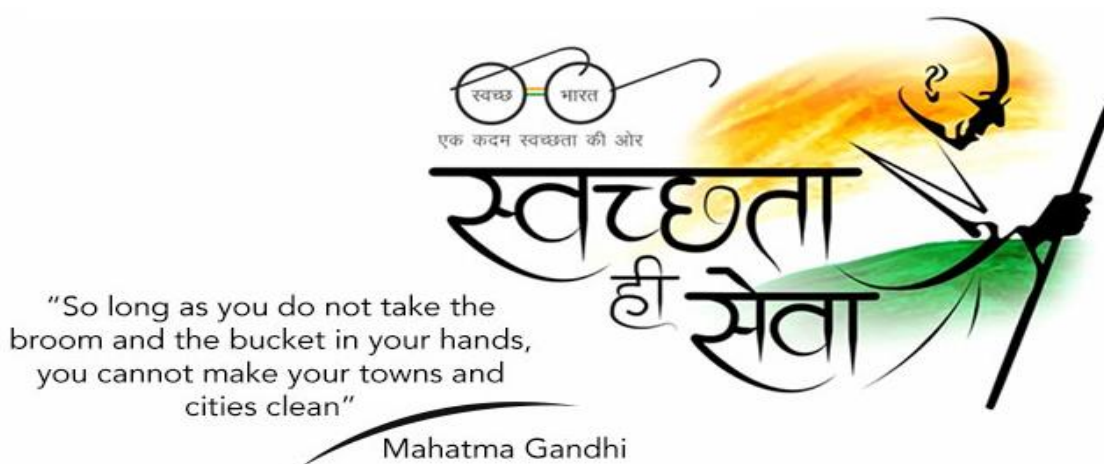


सत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

Darpan

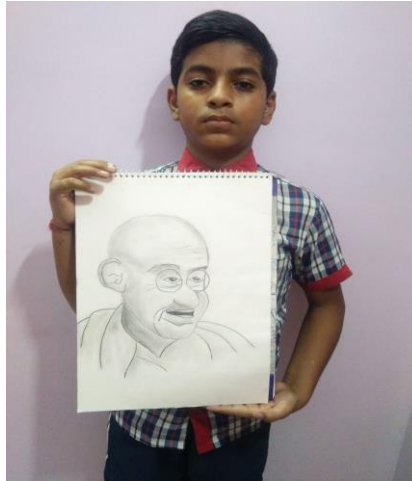
(Quarterly CMP NEWSLETTER)

Session: 2020-21. (Oct. to Dec 2020)



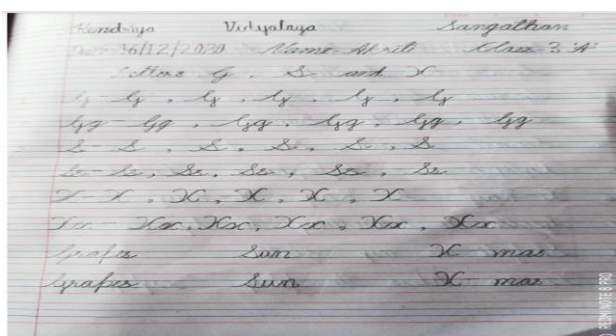
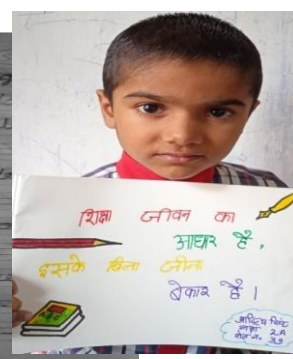
Mahatma Gandhi Jayanti(2 Oct)

Gandhi Jayanti is an event celebrated in India to mark the birthday of Mahatma Gandhi. It is celebrated annually on 2 October, and it is one of the national holidays of India .Mahatma Gandhi Jayanti (Online) was celebrated on 02 Oct 2020 in the vidyalaya. The aim was to promote and raise awareness and ignite a passion for cleanliness .

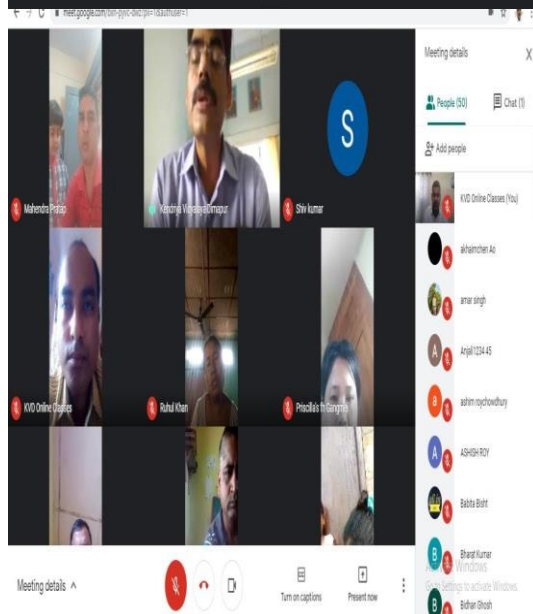
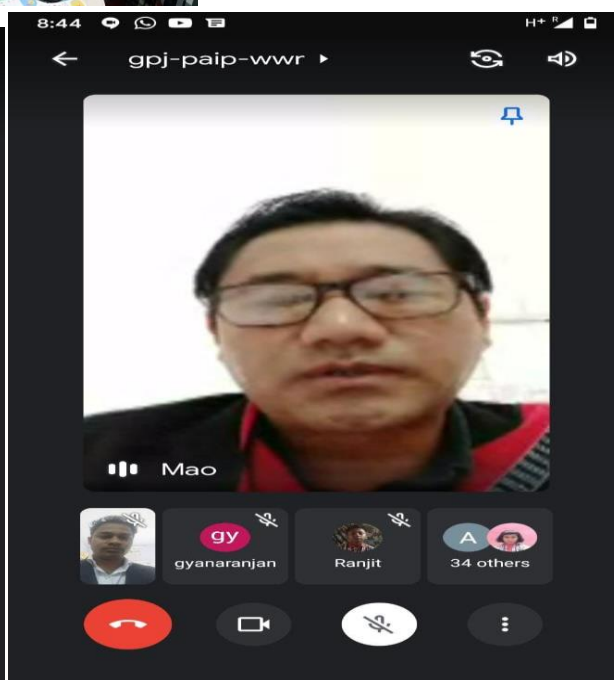
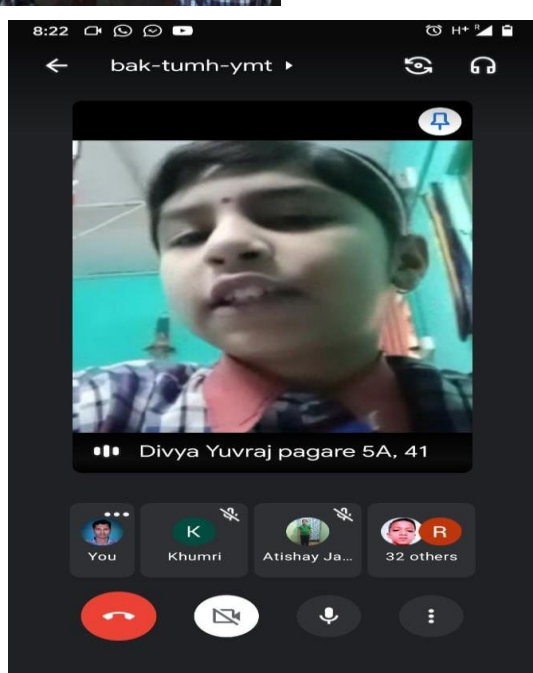


The children were made aware of the importance of cleanliness by doing different type of various Activities and work such as Organize **cleanliness** drives in school. Involve children in different **activities** during the drives such as picking up litter around the school, organizing classrooms, performing streets play on the importance of **cleanliness** etc.

CCA ACTIVITIES Under the ongoing Common Minimum Programme, CCA plays a very vital role for the all-round development of a child. An action plan calendar of activities is prepared month wise for the whole session.



Online Classes



Online essay writing competition, speech, solo dance and song were also conducted through virtual mode. On the occasion of Independence Day group song was also conducted under the guidance of music teacher. Students were assigned to sing the particular song and only from their hence and it was well arranged in the most suitable way during the rehearsal. All the students performed their best. Parents also supported in the participation of their wards in CCA through online mode.

Online Quiz competition was also organized. Students participated in all the online essay and quiz programmes initiated by various Ministries, Govt. of India, Including constitution day quiz, quiz of Mahatma Gandhi , Ganga Quest etc.

There was a webinar on music and dance, toys and indigenous art under '**KALA Utsav**'.

In Online National Science Congress one of our students was selected for national level to present his project in the free electric supply in electric bus.

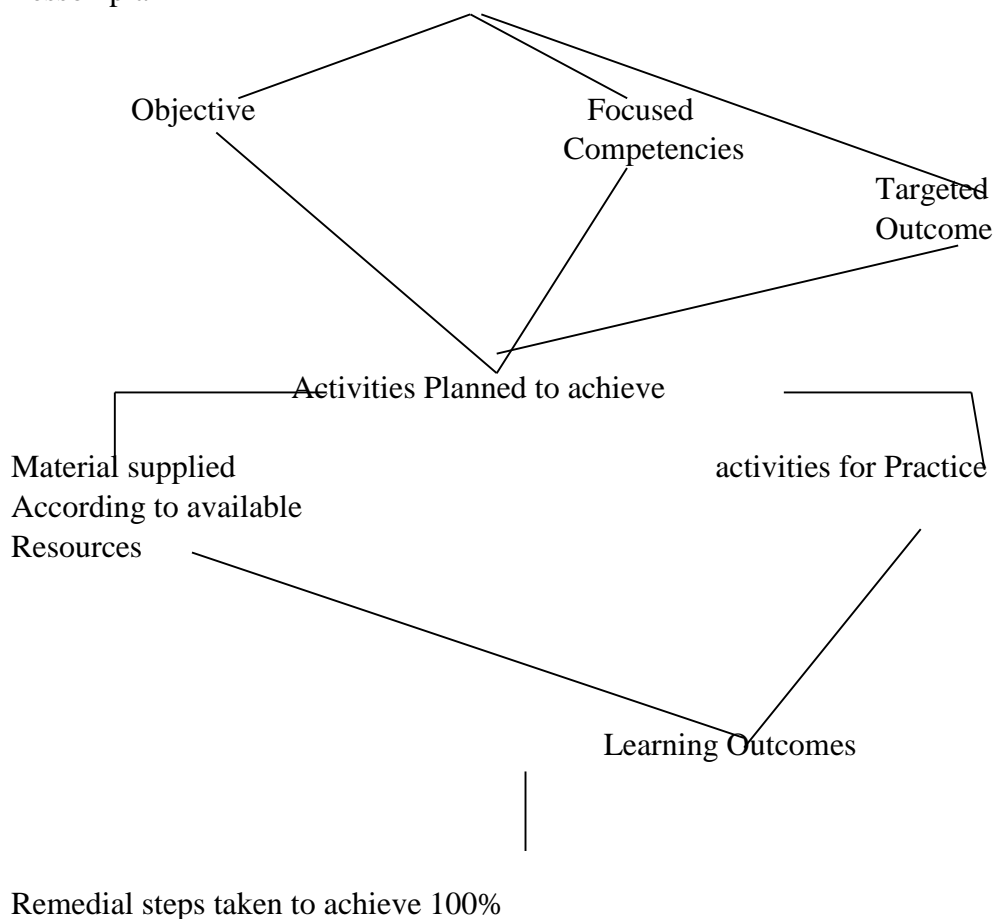
Webinar was organized with KV Narsinghpur (Jabalpur region) on 15th Dec 2020 on KVS foundation day. All the students became the part of this cultural program. They performed their best. It reflects our tireless work and efforts made to realize the importance of learning through online mode and making the learning joyful.

XIII. All the teachers were suggested to pave the way through which the teaching – learning should be made more joyful for all the students. Concept of BALA played a vital role. School building wall played the best learning tool and the sketches of tangible and intangible heritage was helpful for the students of class I to V to make them aware about the festivals, dance, historical monuments and information about great scientists. School garden including Botanical-garden played vital role to introduce about the various topics related to class I to X Science and Social Science subject.

XIV. Teaching-learning through online was the first experience during lockdown due to covid-19 for the teachers as well as students. The most prominent factor was to maintain the pace of the knowledge and information transfer and perseverance. It was a tough challenge to convey all the relevant content of syllabus in the most perfect way. Many students did not have the appropriate technical support due to poor economical condition of the family. We had 25% students from the economically weaker section nearly 15% more students' families were also from the money crisis due to complete lockdown. But our determination was to 'lit the lamp of knowledge' for each and every child who were on rolls of Vidyalaya records. We needed some innovative measures to be implemented. All the teachers were advised to explore the most suitable way of teaching during online classes. We focused on the AAC and revised/ rationalized curriculum and tried our best to make the learning joyful as well as qualitative as per the CBSE Norms. And KV sangathan guidelines. Some of the techniques implemented were-

1. For All the classes' periods were started with morning assembly. Students prepared new words, good thought, community song and short review of the previous day classes.
2. For physical and psychological well being YOGA and physical education classes were being added in the time table of all the classes.
3. Music period was added up to class 5.
4. Speech, debate, essay writing, slogan writing, drawing, artifacts competitions were organized with schedule.
5. Online group activities provided for discussion, preparing PPTs, videos and topics of the syllabus.
6. All the teachers were suggested to utilize the e-learning platform such as DIKSHA, e-pathshala, SWYAMPRAKHA etc.
7. All the teachers were suggested to make PPTs and videos of all the chapters and upload on their YOU TUBE channel and share the link to the students.
8. Primary teachers were suggested to utilize the cartoon and comic like sketches in their lesson plan as per the content and theme of the chapters and make learning more vivid and joyful.

Lesson plan



Evaluation Procedure

1. On the basis of learning outcomes:

the first step to evaluate the success of the teaching methodology is based on learning outcomes. If a child is able to understand the new skill/knowledge shared to him or her?

2. Feedback-

second step is to get the feedback on the content delivered. Level of understanding vary from child to child. Analyze and synthesize the information.

3. Teaching- learning gap-

it is a common in the context of learning aspect it is difficult for many students to learn the details of the topic delivered by the teacher in class. Many times some of the learners came out with problems to be discussed but many times student's level of understanding of that topic not support his insight of knowledge of that topic. He/she thinks that whatever known to them is sufficient for that topic. During slip test or examination the level of questions from that topic may not be understood by the student and he/she commits mistake.

Teaching-learning gap may vary according to topic and according to level of understanding of the learner.

It requires to overcome from this gap otherwise it would be difficult to solve in the mid or near the end of the session.

Such problems remain for long time and ultimately it disrupt the learning cycle. Many times learning interest also shifts from that topic or subject.

How to find out the teaching learning gap?

- **Error analysis after test or examination**
- **Discussion (teachers must discuss the common problem faced by the learner in the test) examination**
- **Keeping records of the score of each student. (question wise score of the student)**
- **Providing practice material and check it meticulously.**
- **Preparing road map by the teachers to cope with such problems in other topic.**
- **Introspection of the method implementing by the teaching during class transaction.**
- **Observation of the class by the experience subject expert.**
- **Motivate and encourage the students to discuss their problems during topic discussion.**
- **Discuss the same in the subject committee meeting.**
- **During online classes such difficulties were faced frequently.**
- **Discussion with parents about the short falls of their wards and provide suggestive measures. A proper plan was prepared to verify and rectify the teaching-learning through online mode and also to reduce the teaching-learning gap.**

4. **Achievement gaps-** it is obvious that each and every child will not score the same marks in same examination although the same facilities and methods of teaching used by the facilitator.

Marks scoring in examination and understanding of any topic is too different and dimensions they sometime move parallel and some time difference occur.

Difference leads to different level of marks scoring by the learner on the same topic. Such problems can be solved by implementing the most appropriate use of application of teaching and uniformity of engagement of learner.

Learner's knowledge and concept on any topic depends on the level of understanding. The particular topics. so the process of involvement of all the learning in the active construction of problem solving task must be done in the most appropriate way by the facilitator.

Error analysis step should help to understand the achievement gap and minimize it, also possible by appropriate utilization of teaching methodology.

Such problems faced by the Vidyalayas in the initials stage of online classes. After implementing the step 3 and step 4, and discussion with students, parents and teachers, improvement is reflecting now appropriately.

5. **Utilization of the available resources-**

Utilization of the available resources in the most judicious way.

During online classes the teaching-learning process strictly blended with technology based and child centered learning.

We tried our best to achieve the success while teaching online. At Initial stage some technical hitch and difficulties were faced; but the honest attempt made us to overcome from the problem.

Methods implemented after observation-

- a) Workshop to make acquaint the students, parents and teachers with technology based learning.
- b) To aware the vitality of online learning not as an option of offline teaching but as a parallel platform for better understand with the help of technology based learning.
- c) Sensitize all the parents about the judicious use of Smartphone, laptops and other electronic gadgets which are helpful in learning.
- d) The need of the hour is to become techno savvy. This necessity must be developed in the activity of teaching methodology. Use of ICT/ PPTs, videos and other needful activities should be prepared to develop the interest of the learners and to make the learning joyful.
- e) Need to develop a framework for technology based curriculum by the education department for school education.
- f) Inspire the student to go through DIKSHA or e-learning or if possible watch SWYAMPRAKHA channel. Many other reliable platforms are also available to help the learner in online mode of learning.
- g) TBL methodology helps to enhance the creativity among the students in critical and complex problem solving skill.

- h) It should be encouraged for utilization in systematic and most appropriate way to make this approach as auxiliary of offline teaching.
- i) As the pace of learning is utilizing artificial intelligence; hence for innovative and competency based knowledge it should be blended with offline education.
The benefits of online teaching with the help of technology should be enhanced.

6. Online Evaluation System-

During initial stage as it was difficult to implement the online teaching among the students in the same way it would a difficult task to conduct online fair examination. It's a known fact that with examination it would not possible to assess learners level of understanding and the level of knowledge enhanced in teaching learning process. We took the initiative and follow the reliable pattern of framing question papers for innovative assessment. It was difficult at initial stage but later as it helped a lot to assess the actual strength of understanding and level of learner on the topics and discussed in online classes. After observation we finally reach to conclusion on that-

- a) Online test/assessment is easier to check and less effort needed to make it possible to the reach of all the students at the same time.
- b) Marking online is more accurate and MCQ based observation shows that its immediate result help the students to know the lacuna in the understanding the topic.
- c) It motivates the students to utilize e-learning platforms and digital approach to learn effectiveness.
- d) It helps to maintain the quality of work and provide the immediate consequence in the form of learning Outcomes.
- e) It reduces the examination fear and stress from the mind of students. So a child who has practiced the topic should perform for better in online mode in comparison to offline mode of examination.
- f) It will be helpful to enhance the active learning.
- g) It helps in reducing the teaching-learning gaps as well as achievement gaps.
- h) It helps to promote uniformity in prove to find the most appropriate solution.
- i) It helps to enhance maximum participation of all the students in the same time slot in a angle platform.
- j) It helps to maintain pace with learning ability of students.

Results & conclusion

1. Online system of education is not a substitute of offline mode of education but it is an effective mode as auxiliary of offline classes.
2. It gives sufficient time span to students for practice, enhances their level of understanding any topic and at the same time provides freedom to learn without any restrictions or discipline to be followed between four walls of the school.
3. Teacher's efforts should make it more flexible and convenient for all the learners.
4. It is just like home delivery of any product hence it may play a vital role to manage the mode of learning for learners as per their interest and convenient.

5. Virtual classes provide opportunity to each and every learner to set their own pace of learning and understanding standard.
6. It is more accessible for all the learners in presence of their parents. It helps the parents also to know the content quality delivered by the teacher. So it includes direct participation of parents as well as students.
7. Virtual learning platforms open a vast arena of knowledge for the learners with decisive resources and options but it needs discipline and judicious use.
8. Virtual mode of learning made the learners as well as facilitators techno-savvy and pave the way for the new dimension of teaching learning arena.
9. Virtual mode of learning is helpful to provide all the relevant details of any topic in one location and very helpful specially for the learners of remote area where books and other resources of learning are not easily available.
10. Planned strategies and team work under appropriate school leadership will definitely bring miracle through virtual mode of teaching –learning.
11. Virtual mode of learning is helpful to enhance the interactive caliber of learning. Learners have plenty of time to discuss with the teachers and peers in presence of their parents hence it provides a link between learners and vacillators. It helps to empower learner's confidence and understanding level.
12. Virtual mode of learning has provided the learners opportunity to link with some additional information related to the topics not only for facilitator but also from other online resources and learning platforms.
13. It reduces the dependency of learners to get information from only source i.e. their subject teachers. They have ample opportunity to search and get additional information on the topic from other online resources such as DIKSHA, e-pathshala, SWAYAMPRAKASH channel on learning blogs etc.
14. Virtual classes acted as boon for the students during lockdown due to covid-19 pandemic. It made the learners to attach with the education system and learning process during isolation and lockdown.
15. School leadership plays crucial role to provide the best as per the resources available; keeping in view socio-economic status of the students who are the part of K V Dimapur.

Reference:

1. KVS headquarter New Delhi, instructions and suggestions issued to all the Kendriya Vidyalayas under jurisdiction to maintain the pace of education during the lockdown due to covid-19 pandemic in the welfare of students.
2. KVS RO Tinsukia, instructions and suggestions issued to all the Kendriya Vidyalayas under jurisdiction to maintain the pace of education during the lockdown due to covid-19 pandemic in the welfare of students.

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Teamwork of Teaching and non teaching faculty of K V Dimapur made a cordial link of joyful teaching –learning among the students as per the instructions imparted by Ministry of Education (Govt. of India), KVS HQ New Delhi, KVS Regional Office Tinsukia, NCERT and CBSE, Keeping in view to fulfill the desire and expectation of students and their parents.

We made an honest attempt tirelessly to reach up to mark the level of satisfaction for all our patron and stakeholders.